

DIAGNOSTIC REVIEW REPORT

FOR

WESTPORT MIDDLE SCHOOL

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Louisville, Kentucky
40222

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Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that “in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement” and that “...lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institution’s vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Standard 1 – Purpose and Direction	Standard Performance Level
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	2.7

Indicator		Source of Evidence	Performance Level
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> • Self-Assessment • PowerPoints from vision development sessions • School website • Student handbook • Stakeholder surveys • SBDM Agendas and minutes • Social Curriculum Handbook • Guidelines for student conferences • Stakeholder interviews 	2
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none"> • CSIP • Self-Assessment • School Report Cards • Stakeholder Surveys • Stakeholder interviews • 30-60-90 Plans • Artifacts from Literacy Week and other events • Communication to parents and students artifacts • Principal's "Weekly Roundup" Message • Classroom observations 	3

Indicator		Source of Evidence	Performance Level
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> • CSIP • Self-Assessment • 30-60-90 Plan • School Improvement Team Agendas and Minutes • School Report Cards • Agenda and Minutes from SBDM, School Improvement Team (SIT), and Admin team • Weekly Roundup Messages • Stakeholder interviews • Classroom observations 	3

Indicator	Opportunity for Improvement
1.1	Establish a process to regularly and formally review, revise, and communicate the school's mission and purpose that includes active participation from a broad range of stakeholders including parents and students.
Rationale	
<p>Stakeholder Survey Data:</p> <ul style="list-style-type: none"> • In surveys, 61% of parents agree/strongly agree with the statement, "Our school shares responsibility for student learning with its stakeholders," suggesting a significant number of parents disagree or are ambivalent as to parent involvement in the development of the school's mission and purpose statement. <p>Stakeholder interviews, document and artifact review:</p> <ul style="list-style-type: none"> • Stakeholder interviews and related artifacts suggest that parents and students did not play an active role the process of developing the school's mission/purpose statement. • Interviews also suggest that no formal process for regularly reviewing or revising the school's mission and purpose currently exists. <p>Other pertinent information:</p> <ul style="list-style-type: none"> • The school's Self-Assessment Report, stakeholder surveys, and numerous artifacts reveal that the principal has led an organized, comprehensive effort to develop a mission and purpose statement that is clearly focused on the shared values of the school community and reflects a commitment to an equitable, rigorous learning environment for all students. This effort involved heavy participation by teachers. 	

Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly “influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization.” With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and must involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 2 – Governance and Leadership	Standard Performance Level
The school operates under governance and leadership that promote and support student performance and school effectiveness.	2.8

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	<ul style="list-style-type: none"> • SBDM training records, agenda, minutes, by-laws, and policies • Staff handbook • Self-Assessment • Stakeholder surveys • School report cards • Stakeholder interviews 	3
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> • SBDM by-laws, agendas, minutes, and policies • SIT meeting agendas and minutes • Council policy checklist • District SBDM Policy Manual • Self-Assessment • Stakeholder interviews 	3
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none"> • SBDM by-laws, agendas, minutes, and policies • SIT meeting minutes and agendas • Self-Assessment • Stakeholder surveys • Stakeholder interviews 	3

Indicator		Source of Evidence	Performance Level
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	<ul style="list-style-type: none">• Self-Assessment• CSIP• Agendas, minutes, policies of SBDM, departments, floor groups, PTSA, SIT, etc.• Stakeholder surveys• Stakeholder interviews• Classroom observations	3
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	<ul style="list-style-type: none">• CSIP• Agendas, minutes, policies of SBDM, departments, floor groups, PTSA, SIT, etc.• Stakeholder surveys• Stakeholder interviews• Classroom observations• Walkthrough data and documentation• Professional development documentation• PLC documentation	3

Indicator		Source of Evidence	Performance Level
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	<ul style="list-style-type: none"> • CSIP • Agendas, minutes, policies of SBDM, departments, floor groups, PTSA, SIT, etc. • Stakeholder surveys • Stakeholder interviews • Classroom observations • Student performance data • 2012 Leadership Assessment 	2

Indicator	Opportunity for Improvement
2.6	Establish structures to increase administrator presence in classrooms for monitoring and evaluating instruction and providing specific, actionable feedback to assist teachers in improving their practice.
Rationale	
<p>Student Performance Data:</p> <ul style="list-style-type: none"> • While student performance improved overall, 2013 K-PREP scores indicate that a large percentage of students remain below proficiency in a variety of subjects (Reading – 68% below proficient; Math – 78% below proficient; Science – 66% below proficient; Social Studies – 61% below proficient; Writing – 71% below proficient; Language Mechanics – 73% below proficient). <p>Classroom Observation Data:</p> <ul style="list-style-type: none"> • Classroom observations reveal inconsistencies in teacher implementation of rigorous, student-centered instruction and high expectations for student behavior. The learning environment of Well-Managed Classroom was rated an average of 3.0 from ELEOT observations. The learning environment of High Expectations was rated an average of 2.8. <p>Stakeholder interviews, document and artifact review:</p> <ul style="list-style-type: none"> • Teacher interviews indicate that while administrators conduct largely informal walkthroughs, they infrequently receive specific, actionable feedback to improve their practice. • Walkthrough documentation suggests that no formal structure exists to regularly analyze data, especially qualitative data from narrative walkthrough notes, to inform leadership decisions regarding growth areas and supports needed for individual teachers. 	

Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of “student motivation, parental involvement” and the “quality of leadership” (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school’s curriculum and instructional program should develop learners’ skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers’ pedagogical skills occur most effectively through collaboration and professional development. These are a “necessary approach to improving teacher quality” (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in “active organizational learning also have higher achieving students in contrast to those that do not.” Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, “supports teachers by creating collaborative work environments.” Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Standard 3 – Teaching and Assessing for Learning	Standard Performance Level
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	2.0

Indicator		Source of Evidence	Performance Level
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none">• Curriculum maps and alignment documents• Individual student work plans• Parent letters• Course syllabi• Classroom observations• Stakeholder interviews• Student performance data• 2012 KDE Leadership Assessment• Review of SBDM policies	2

Indicator		Source of Evidence	Performance Level
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> • PLC meeting agendas and minutes • MAP administration data • Student conferencing protocol • Classroom observations • Stakeholder interviews • Data analysis folder • eWalk reports • Walkthrough data and documentation • District assessment results folder • Lesson plans and curricular documents • Student performance data 	2
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> • Engage Through the Arts documentation • School Report Card • Dynamic Classroom and other PD documentation • Quarterly Reports • ESS documentation • Stakeholder interviews • Classroom observations • Student performance data 	2

Indicator		Source of Evidence	Performance Level
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> • Observation schedules • Professional growth and evaluation documentation • Walkthrough data and documentation • Stakeholder interviews • Classroom observations • Student performance data 	1
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<ul style="list-style-type: none"> • PLC agendas and meeting minutes • PLC observations • Department meeting minutes • Stakeholder interviews • Documents and artifacts • SBDM policies 	3
3.6	Teachers implement the school's instructional process in support of student learning.	<ul style="list-style-type: none"> • Lesson plans • School Report Card • Classroom observations • Stakeholder interviews • ESS and Rtl documentation • Dynamic Classroom and PD documentation • MAP administration documentation • Student work samples 	2

Indicator		Source of Evidence	Performance Level
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	<ul style="list-style-type: none"> Stakeholder interviews Co-teaching training documentation Fieldwork placement documentation Documents and artifacts 	1
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	<ul style="list-style-type: none"> PTSA communication Parent night information Portland Neighborhood House orientation Back to School Night agenda Principal communication to parents Family Night folder Stakeholder survey data Stakeholder interviews 	3
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	<ul style="list-style-type: none"> Conference schedules Stakeholder interviews Student Response Team documentation Stakeholder survey data 	1

Indicator		Source of Evidence	Performance Level
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	<ul style="list-style-type: none"> • Classroom observations • Stakeholder interviews • Infinite Campus evidence • Course syllabi • Classroom assessment examples • Student Progression, Promotion, and Grading - JCPS Handbook • Rubric samples • Student work samples • Survey data 	2
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> • Dynamic Classroom documentation • Training PowerPoints • Student works samples • Faculty meeting and PLC documentation • Questioning and inquiry training documents • Stakeholder interviews • Classroom observations • Stakeholder survey data • Student performance data 	2

Indicator		Source of Evidence	Performance Level
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none">• Stakeholder interviews• Classroom observations• Response to Intervention documentation• Student Response Team documentation• Stakeholder surveys• TELL survey• PLC documentation	3

Indicator	Opportunity for Improvement
3.1	Create a process that ensures the school's curriculum is implemented with fidelity to provide rigorous learning experiences for all students and to develop learning, thinking, and life skills that lead to success at the next level.
Rationale	
<p>Student Performance Data:</p> <ul style="list-style-type: none"> While student performance improved overall, 2013 K-PREP scores indicate that a large percentage of students remain below proficiency in a variety of subjects (Reading – 68% below proficient; Math – 78% below proficient; Science – 66% below proficient; Social Studies – 61% below proficient; Writing – 71% below proficient; Language Mechanics – 73% below proficient). <p>Classroom Observation Data:</p> <ul style="list-style-type: none"> Data from ELEOT learning environment descriptor B3: students are provided exemplars of high quality work, received a score of 2.2. Exemplars were not evident in 50% of classrooms observed. Data from ELEOT learning environment descriptor A1: students have differentiated learning opportunities and activities that meet her/his needs, received a score of 2.6. In 33% of observed classrooms no differentiation was evident. <p>Stakeholder interviews, document and artifact review:</p> <ul style="list-style-type: none"> A review of school documentation reveals that while instruction is designed to meet the needs of some groups of students, individualized instruction is inconsistently implemented. Classroom expectations for student learning and behavior are not consistent throughout the building. PLC meeting agendas and minutes indicate that teachers engage in professional discussions about instructional strategies to develop students' higher level thinking skills and meet student learning needs, but those plans are not consistently carried out in all classrooms. <p>Stakeholder surveys:</p> <ul style="list-style-type: none"> In surveys, 61% of students indicated that they agree/strongly agree with the statement, "At my school all of my teachers change their teaching to meet my learning needs." 	

Indicator	Opportunity for Improvement
3.2	Develop and implement a process by which curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. This process should include timely feedback to teachers and follow-up of the prescribed implementation.
Rationale	
<p>Student Performance Data:</p> <ul style="list-style-type: none"> While student performance improved overall, 2013 K-PREP scores indicate that a large percentage of students remain below proficiency in a variety of subjects (Reading – 68% below proficient; Math – 78% below proficient; Science – 66% below proficient; Social Studies – 61% below proficient; Writing – 71% below proficient; Language Mechanics – 73% below proficient). <p>Classroom Observation Data:</p> <ul style="list-style-type: none"> Data from ELEOT learning environment descriptor E1: students are asked and/or quizzed about individual progress/learning, received a score of 2.6. <p>Stakeholder interviews, document and artifact review:</p> <ul style="list-style-type: none"> There is little evidence to indicate that curriculum, instruction, and assessment are consistently monitored to ensure alignment with the school's goals for student achievement and instruction. The monitoring process currently in use is inconsistent and offers no formal process for providing feedback and tracking how feedback is implemented. Staff interviews and survey results confirm that multiple data sources are used to group students for I.C.E. intervention classes. An examination of faculty meeting agendas, minutes, and documentation from professional learning sessions indicate staff members have received training on data collection and analysis and use data to guide instruction. However, classroom observations and lesson plan reviews indicate formative data is not consistently and uniformly utilized to modify the curriculum and make instructional decisions to meet the needs of individual students in all classes. Additionally, there was no evidence to indicate daily formative assessments are consistently utilized by all teachers to ensure student learning. <p>Stakeholder surveys:</p> <ul style="list-style-type: none"> In surveys, 61% of students indicated that they agree/strongly agree with the statement, "At my school all of my teachers change their teaching to meet my learning needs." 	

Indicator	Opportunity for Improvement
3.3	Design, implement, and monitor classroom protocols by which all teachers engage students in integrated instructional strategies, student self-monitoring, and student self-reflection that ensure achievement of learning expectations.
Rationale	
<p>Student Performance Data:</p> <ul style="list-style-type: none"> While student performance improved overall, 2013 K-PREP scores indicate that a large percentage of students remain below proficiency in a variety of subjects (Reading – 68% below proficient; Math – 78% below proficient; Science – 66% below proficient; Social Studies – 61% below proficient; Writing – 71% below proficient; Language Mechanics – 73% below proficient). <p>Classroom Observation Data:</p> <ul style="list-style-type: none"> Data from ELEOT learning environment descriptor E4: students understand how her/his work is assessed, received a score of 2.4. Data from ELEOT learning environment descriptor E5: students have opportunities to revise/improve work based on feedback, received a score of 2.5. <p>Stakeholder interviews, document and artifact review:</p> <ul style="list-style-type: none"> Evidence from classroom observations indicates that teachers sometimes use instructional strategies that require student collaboration and development of critical thinking skills. While students do participate in individual conferences once or twice each year, there is no structure in place for all students to regularly reflect on their own learning. While instruction is planned for small groups of students, individualized instruction is inconsistent and rare. Evidence from planning documents and classroom observations indicates that teachers sometimes use instructional strategies that require students to apply knowledge and skills, and integrate content with other disciplines, but these practices are most evident in the magnet program classrooms. Technology is available in nearly all classrooms for use as an instructional resource and learning tool. <p>Stakeholder surveys:</p> <ul style="list-style-type: none"> In surveys, 61% of students indicated that they agree/strongly agree with the statement, “At my school all of my teachers change their teaching to meet my learning needs.” 	

Indicator	Opportunity for Improvement
3.6	Develop, implement, and monitor an instructional process that clearly informs students of learning expectations and standards of performance.
Rationale	
<p>Student Performance Data:</p> <ul style="list-style-type: none"> While student performance improved overall, 2013 K-PREP scores indicate that a large percentage of students remain below proficiency in a variety of subjects (Reading – 68% below proficient; Math – 78% below proficient; Science – 66% below proficient; Social Studies – 61% below proficient; Writing – 71% below proficient; Language Mechanics – 73% below proficient). <p>Classroom Observation Data:</p> <ul style="list-style-type: none"> Data from ELEOT learning environment descriptor B3: students are provided exemplars of high quality work, received a score of 2.2. Exemplars were not evident in 50% of classrooms observed. Data from ELEOT learning environment descriptor E4: students understand how her/his work is assessed, received a score of 2.4. There was no evidence of this descriptor in 30% of classrooms observed. Data from ELEOT learning environment descriptor E1: students are asked and/or quizzed about individual progress/learning, received a score of 2.6. <p>Stakeholder interviews, document and artifact review:</p> <ul style="list-style-type: none"> While there has been growing interest in and experimentation with standards-based grading to monitor student mastery of standards, not all teachers are participating in this initiative. There is no system in place that ensures frequent monitoring of instructional practices with actionable feedback for improvement of growth areas. Most teachers post daily learning targets, but classroom observations did not indicate teachers are referencing learning targets during class. Formative assessments were not used consistently to monitor mastery of learning targets. Students indicated some teachers provide rubrics to guide student work, but few exemplars were noted during classroom observations. 	

Indicator	Opportunity for Improvement
3.10	Establish clearly defined grading and reporting protocols that represent student attainment of standards and skills across grade levels and content areas.
Rationale	
<p>Stakeholder interviews, document and artifact review:</p> <ul style="list-style-type: none"> While the school follows district grading guidelines, some teachers are implementing various versions of standards-based grading, a practice that is consistent with engaged, reflective, student-centered instruction. <p>Classroom observations:</p> <ul style="list-style-type: none"> In many classes, traditional grading practices can be observed. Grades assigned for work reflect many variables besides mastery of specific concepts and skills. Linkages between assigned grades and posted learning targets were not readily apparent. 	

Indicator	Opportunity for Improvement
3.11	Develop, implement, and evaluate professional learning that aligns to the school's purpose and improves staff members' knowledge and use of instructional strategies to ensure teacher learning improves student success. Professional learning should be monitored to ensure fidelity of implementation and delivery to the student level.
Rationale	
<p>Stakeholder interviews, document and artifact review:</p> <ul style="list-style-type: none"> While interviews and review of evidence indicate that school personnel are participating in quality professional development, there is no system in place to evaluate the level of implementation and monitor its impact on student learning. <p>Classroom observations:</p> <ul style="list-style-type: none"> Classroom observations reveal widespread inconsistency in teacher use of student-centered learning strategies that align to the school's stated mission and purpose. 	

Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) “demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

Standard 4 – Resources and Support Systems	Standard Performance Level
The school has resources and provides services that support its purpose and direction to ensure success for all students.	3.1

Indicator		Source of Evidence	Performance Level
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	<ul style="list-style-type: none"> • Diagnostic Report (Self-Assessment) • KDE Leadership Needs Assessment • School Report Cards 11/12, 12/13 • Survey data • Highly Qualified Report • Job Descriptions • School Budgets (3 years) • Student Response Team Overview (SRT) • Teacher Wish list Form • Staff Intent Letter • Westport Extended Time Budget Narrative 	4.0

Indicator		Source of Evidence	Performance Level
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	<ul style="list-style-type: none"> • Diagnostic Report (Self-Assessment) • KDE Leadership Needs Assessment • School Report Cards 11/12, 12/13 • Survey data • Grade Schedule • Budget Request Proposal • Calendar • Mission/Values • School Improvement Grant (SIG) • Section 7 Request Form 	3.0
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> • Diagnostic Report (Self-Assessment) • KDE Leadership Needs Assessment • School Report Cards 11/12, 12/13 • Survey data • Fiscal Year 14 Emergency Procedures (Crisis) Schedule • School Cafeteria Inspection • School Fire Alarm Inspection • School Fire Inspection • School Health Inspection • School Maintenance Schedule • Social Curriculum • Safety and Emergency Procedures 	3.0

Indicator		Source of Evidence	Performance Level
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	<ul style="list-style-type: none"> • Diagnostic Report (Self-Assessment) • KDE Leadership Needs Assessment • School Report Cards 11/12, 12/13 • Survey data • TELL KY 2013 Report • Chromebook/Ipad Calendar (Sign up) • Cohort 3 SIG Application • Computer Lab/Library Calendar 	3.0
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	<ul style="list-style-type: none"> • Diagnostic Report (Self-Assessment) • KDE Leadership Needs Assessment • School Report Cards 11/12, 12/13 • Survey data • Wireless/Data emails • Technology Plan for 2013-2014 • Westport 2012-2013 Tech Readiness Report • 21st Century Tech Scores 11-13 	3.0

Indicator		Source of Evidence	Performance Level
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> • Diagnostic Report (Self-Assessment) • KDE Leadership Needs Assessment • School Report Cards 11/12, 12/13 • Survey data • Master Schedule • 8th Grade PowerPoint • 8th Grade Letter • High School Letter • Monitoring Referral • Organizational Chart • School/Parent Compact • SST Meeting Information • Student Suicide Prevention Lesson Plan • Suspension Reduction Plan • Youth Services Center Interventions 	3.0
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> • Diagnostic Report (Self-Assessment) • KDE Leadership Needs Assessment • School Report Cards 11/12, 12/13 • Survey data • SST Information • FRYSC Budget • Referral Process ECE • Letter from Therapist (Seven Counties) 	3.0

Indicator	Promising Practice
4.1	Having the flexibility to hire effective teachers who support the vision and mission of the school has allowed Westport Middle School to make progress in achieving its improvement goals and has created a culture of caring and community at the school.
Rationale	
<p>Stakeholder interviews, document and artifact review:</p> <ul style="list-style-type: none">Stakeholder interviews revealed that an agreement between district leaders and the local teachers' union created a new policy through which principals of Priority Schools were given greater flexibility in hiring. Interviews, document reviews, and observations of the school reveal that the principal has maximized that flexibility to hire teachers who enthusiastically share a commitment to the school's mission and purpose. <p>Stakeholder surveys:</p> <ul style="list-style-type: none">The staff survey indicated that 95% of respondents agreed or strongly agreed that, "Our school provides qualified staff members to support student learning."	

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 5 – Using Results for Continuous Improvement	Standard Performance Level
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.	2.2

Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> • Classroom observations • Stakeholder interviews • MAP documentation • PLC documentation and observations • CSIP • 30-60-90 Plan • Student conferencing protocols • Response to Intervention data and documentation 	2
5.2	Professional and support staffs continuously collect analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	<ul style="list-style-type: none"> • Classroom observations • Stakeholder interviews • MAP documentation • PLC documentation and observations • CSIP • 30-60-90 Plan • Student conferencing protocols • Response to Intervention data and documentation • SBDM, SIT, and Admin Team meeting minutes and agendas 	2

Indicator		Source of Evidence	Performance Level
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> Stakeholder interviews MAP documentation PLC documentation and observations CSIP 30-60-90 Plan Student conferencing protocols Response to Intervention data and documentation SBDM, SIT, and Admin Team meeting minutes and agendas 	2
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	<ul style="list-style-type: none"> Classroom observations Stakeholder interviews MAP documentation PLC documentation and observations CSIP 30-60-90 Plan Student conference protocols Response to Intervention data and documentation SBDM, SIT, and Admin Team meeting minutes and agendas Student performance data 	2

Indicator		Source of Evidence	Performance Level
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	<ul style="list-style-type: none">• Stakeholder interview• CSIP• 30-60-90 Plan• Student conferencing protocols• SBDM, SIT, and Admin Team meeting minutes and agendas• Documentation of various communications	3

Indicator	Opportunity for Improvement
5.1	Develop, communicate, and implement a clearly defined and comprehensive student assessment system that ensures consistent measurement across all classrooms. Regularly evaluate the system for effectiveness and reliability in improving instruction and learning.
Rationale	
<p>Student Performance Data:</p> <ul style="list-style-type: none"> While student performance improved overall, 2013 K-PREP scores indicate that a large percentage of students remain below proficiency in a variety of subjects (Reading – 68% below proficient; Math – 78% below proficient; Science – 66% below proficient; Social Studies – 61% below proficient; Writing – 71% below proficient; Language Mechanics – 73% below proficient). <p>Classroom Observation Data:</p> <ul style="list-style-type: none"> ELEOT learning environment descriptor E: Progress Monitoring and Feedback Environment , average rating 2.6 ELEOT learning environment descriptor E4, “student understands how her/his work is assessed,” average rating 2.4. This descriptor was evident in only 30% of classrooms observed. <p>Stakeholder interviews, document and artifact review:</p> <ul style="list-style-type: none"> While PLCs routinely review MAP and district-developed assessment data, no formal system exists to ensure that consistent, regular, classroom-level formative assessment and data review informs instruction in all classrooms. Classroom formative assessment is inconsistently used to measure student’s daily learning. Some of the assessments are proven reliable and bias-free. Classroom-level assessments are not universally evaluated for effectiveness in improving instruction and student learning. 	

Indicator	Opportunity for Improvement
5.2	Develop and implement a systematic process for collecting, analyzing and applying learning from a variety of data sources. Utilize data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, and the effectiveness of programs and organizational conditions.
Rationale	
<p>Student Performance Data:</p> <ul style="list-style-type: none"> While student performance improved overall, 2013 K-PREP scores indicate that a large percentage of students remain below proficiency in a variety of subjects (Reading – 68% below proficient; Math – 78% below proficient; Science – 66% below proficient; Social Studies – 61% below proficient; Writing – 71% below proficient; Language Mechanics – 73% below proficient). <p>Classroom Observation Data:</p> <ul style="list-style-type: none"> ELEOT learning environment descriptor E: Progress Monitoring and Feedback Environment, average rating 2.6 <p>Stakeholder interviews, document and artifact review:</p> <ul style="list-style-type: none"> PLCs meet twice monthly, but an effective, systematic process is not in place to ensure that analyzed data routinely informs changes in instructional practice or curriculum design. Data analysis is not used to evaluate the effectiveness of programs and organizational conditions. 	

Indicator	Opportunity for Improvement
5.3	Develop an assessment for determining staff proficiency in the evaluation, interpretation and use of data.
Rationale	
<p>Stakeholder interviews, document and artifact review:</p> <ul style="list-style-type: none"> Professional and support staff have been trained in the use of data assessment, but they have not been assessed to determine their proficiency in the evaluation, interpretation, and use of data. 	

Indicator	Opportunity for Improvement
5.4	Develop and implement a policy that engages the staff in a continuous process to determine verifiable improvement in student learning including readiness and success at the next level
Rationale	
<p>Student Performance Data:</p> <ul style="list-style-type: none"> While student performance improved overall, 2013 K-PREP scores indicate that a large percentage of students remain below proficiency in a variety of subjects (Reading – 68% below proficient; Math – 78% below proficient; Science – 66% below proficient; Social Studies – 61% below proficient; Writing – 71% below proficient; Language Mechanics – 73% below proficient). <p>Stakeholder interviews, document and artifact review:</p> <ul style="list-style-type: none"> School personnel use some data to evaluate continuous improvement, but no formal policy exists to ensure consistent practice for analyzing data regularly informs changes in instructional practice. 	

Part II: Conclusion

Summary of Diagnostic Review Team Activities:

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted school and classroom observations.

The Diagnostic Review team met virtually on January 6, 2014 to begin a preliminary examination of institution's Internal Review Report and determined points of inquiry for the on-site review. Team members arrived in the school system on January 13, 2014 and concluded their work on January 15, 2014.

Westport Middle School and school leaders carried out the Internal Review process as directed, and in keeping with the developed timeline. Stakeholders, including students, parents, and community members were candid in their responses to Diagnostic Review team members.

The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
School Leaders*	7
SBDM Council Members	5
Teachers and Support Personnel	37
Parents and Community Members	10
Students	20
TOTAL	79

*includes Educational Recovery Staff

The Diagnostic Review team also conducted classroom observations in 60 classrooms, using the Effective Learning Environment Observation Tool (ELEOT).

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

Report on Standards:

Westport Middle School is experiencing a resurgence of its professional culture and learning environment and enjoying a new level of community support and goodwill. The principal has exhibited a clear vision of improvement based on positive personal relationships, collaboration, and student-centered instruction. Through re-staffing and greater hiring flexibility granted by the district, the principal has assembled a staff that largely shares her vision for school improvement. Through collaborative processes, the principal has articulated a mission statement that clearly guides improvement activities. Parents and community members who were interviewed indicate that public perceptions of the school are increasingly positive and applications for admission are on the rise.

The principal has led a collaborative effort to establish school-wide expectations for student behavior. Collectively organized as the school's "Social Curriculum," these expectations represent an effort to promote improved student conduct and more effective classroom environments through an emphasis on strong teacher-student relationships and positive behavior. A Student Response Team has been established to deal with more disruptive student behaviors and to create a structure for developing individual student behavior plans and monitoring their progress.

The principal has also established Professional Learning Communities that are relatively high functioning and give teachers a regular, structured opportunity to review student achievement data, discuss curricular and instructional implications, and share ideas. By creating school-specific professional development opportunities (locally branded as the "Dynamic Classroom") the principal has provided training for teachers in a variety of student-centered learning strategies.

The centerpiece of this effort to shift the school toward more rigorous, engaging, and student-driven learning is Westport Middle School's magnet program based on the Montessori philosophy. In some Montessori classrooms, team members observed exemplary models of differentiated, personalized, and student-centered learning. There was evidence of attempts at similar strategies in several non-Montessori classrooms as well.

However, there were inconsistencies observed in terms of rigorous, student-centered instruction. In some classrooms, learning was mostly characterized by teacher-driven instruction and relatively low-level learning tasks with few opportunities for student choice or differentiation.

These inconsistencies reveal an opportunity for the school's leadership to engage in more strenuous efforts to regularly monitor and evaluate classroom instruction and provide specific, detailed, actionable feedback and guidance to help teachers improve their teaching practices. For Westport Middle School to continue its trajectory of improvement, school leaders should establish structures for routinely gathering data about classroom practices and analyzing that data for trends and patterns both for individual teachers and the faculty overall. A structure for mentoring and coaching teachers in their areas of growth should be developed, with clear, detailed, and collaboratively-developed plans for improving teacher performance. All staff must be held accountable for faithfully implementing common behavior expectations and Dynamic Classroom instructional strategies.

An intentional program to support and coach teachers toward improvement is not only consistent with the principal's philosophy of collaborative leadership, but a natural outgrowth of the school's work toward developing high-functioning PLC's and a student-centered culture. More attention to consistency of classroom practice and ongoing growth and development for individual teachers will greatly enhance Westport Middle School's capacity to continue its path of improvement.

Report on Learning Environment:

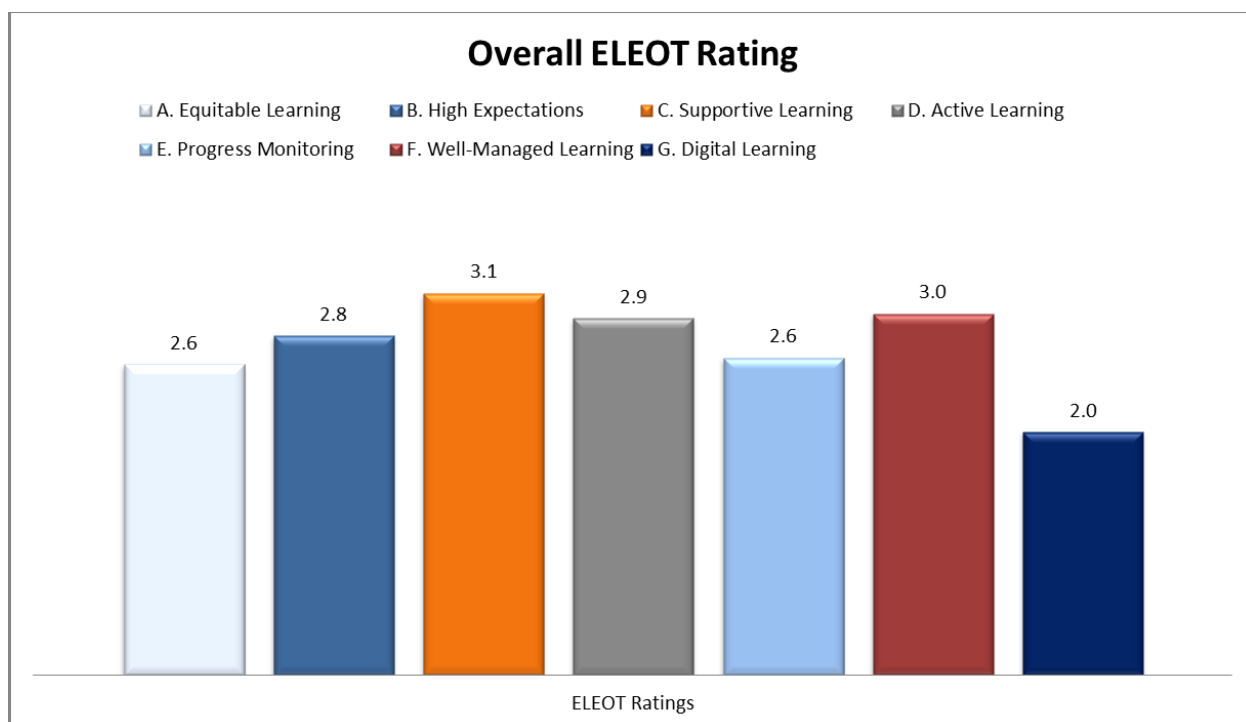
During the on-site review, members of the Diagnostic Review team evaluated the learning environment by observing classrooms and the general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning classified around seven constructs or environments.

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, well-managed, where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored, feedback is provided by teachers to students, and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues were conducted for a minimum of 20 minutes per observation. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The 60 classroom observations provided insights into issues surrounding equity, instructional effectiveness, expectations, academic rigor, learning, behavior, technology, etc. One classroom was not observed because the teacher was on maternity leave and the long-term substitute in that classroom was not certified in the subject area.

The team used the results of performance and survey data analysis, classroom observations, stakeholder interviews, and examination of artifacts and documents to confirm, refute, substantiate, and/or validate data gathered or provided from other sources including reports or presentations, interviews, various documents and artifacts, student performance data, and stakeholder survey data.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
A.1	2.6	Has differentiated learning opportunities and activities that meet her/his needs	33%	12%	22%	33%
A.2	3.2	Has equal access to classroom discussions, activities, resources, technology, and support	3%	12%	43%	42%
A.3	2.9	Knows that rules and consequences are fair, clear, and consistently applied	13%	18%	35%	33%
A.4	1.6	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	72%	8%	13%	7%
Overall rating on a 4 point scale:		2.6				

Equitable Learning Environment Analysis (Average Rating 2.6 on 4.0 scale)

- The External Review Team reviewed a variety of evidences in determining the Standard rating for Standard 3, including evidence from ELEOT observations. The score from this learning environment (Equitable Learning Environment) provided additional evidence to inform the team's rating of Indicator 3.1.
- Despite the school's efforts to promote differentiated instruction, descriptor A.1 ("Has differentiated learning opportunities and activities that meet his/her needs") was rated an average of 2.6. In 33% of classrooms no evidence of differentiation was observed.
- The descriptor receiving the lowest rating in this environment was learning environment descriptor A.4: "Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences" (average rating 1.9).

B. High Expectations						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
B.1	3.1	Knows and strives to meet the high expectations established by the teacher	3%	25%	33%	38%
B.2	3.2	Is tasked with activities and learning that are challenging but attainable	2%	25%	30%	43%
B.3	2.2	Is provided exemplars of high quality work	50%	8%	17%	25%
B.4	3.0	Is engaged in rigorous coursework, discussions, and/or tasks	8%	28%	23%	40%
B.5	2.6	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	20%	27%	25%	28%
Overall rating on a 4 point scale:		2.8				

High Expectations Learning Environment Analysis (Average Rating 2.8 on 4.0 scale)

- The descriptor receiving the lowest rating in this environment was learning environment descriptor B.3: “Is provided exemplars of high quality work” (50% not observed). Although there appeared to be a strong focus on learning targets in many classrooms, students were not presented with exemplars to assist them in understanding expectations.
- PLC meeting agendas and minutes indicate that teachers engage in professional discussions about instructional strategies to develop students’ higher level thinking skills and meet student learning needs, but those plans are not consistently implemented.
- Evidence from classroom observations indicates that teachers sometimes use instructional strategies that require student collaboration and development of critical thinking skills.
- Students indicated some teachers provide rubrics to guide student work, but few exemplars were noted during classroom observations.
- The External Review Team looked at a variety of evidences in determining the Standard rating for Standard 3. The score from this domain provided additional evidence in the decision with respect to Indicator 3.1 and 3.6.

C. Supporting Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
C.1	3.3	Demonstrates or expresses that learning experiences are positive	2%	20%	30%	48%
C.2	3.2	Demonstrates positive attitude about the classroom and learning	2%	20%	32%	47%
C.3	3.2	Takes risks in learning (without fear of negative feedback)	10%	13%	20%	57%
C.4	3.3	Is provided support and assistance to understand content and accomplish tasks	8%	10%	30%	52%
C.5	2.8	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	22%	20%	20%	38%
Overall rating on a 4 point scale:		3.1				

Supportive Learning Environment Analysis (Average Rating 3.1 on 4.0 scale)

- This environment received the highest rating among the 60 classroom observations. This rating is supported by the team's findings that the school has focused on the development of a caring and supportive school culture.
- Findings in this learning environment raise cause for concern about the consistency of instructional rigor across classrooms, however. The descriptor receiving the lowest rating in this environment was learning environment descriptor C.5: "Is provided additional/alternative instruction and feedback at the appropriate level of challenge for his/her needs" (22% not observed).

D. Active Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
D.1	3.1	Has several opportunities to engage in discussions with teacher and other students	10%	15%	27%	48%
D.2	2.5	Makes connections from content to real-life experiences	32%	18%	20%	30%
D.3	3.2	Is actively engaged in the learning activities	3%	22%	28%	47%
Overall rating on a 4 point scale:		2.9				

Active Learning Environment Analysis (Average Rating 2.9 on 4.0 scale)

- The descriptor receiving the lowest rating in this environment was learning environment descriptor D.2: "Makes connections from content to real-life experiences" (32% not observed).
- Classroom observations indicate a strong reliance on direct teacher instruction as the primary mode of instructional delivery. Although some classrooms engaged students in meaningful ways, many did not.
- Evidence from planning documents and classroom observations indicate that teachers sometimes use instructional strategies that require students to apply knowledge and skills, and integrate content with other disciplines, but these practices are most evident in the magnet program classrooms.

E. Progress Monitoring						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
E.1	2.6	Is asked and/or quizzed about individual progress/learning	15%	30%	35%	20%
E.2	2.8	Responds to teacher feedback to improve understanding	13%	23%	37%	27%
E.3	2.8	Demonstrates or verbalizes understanding of the lesson/content	12%	27%	30%	32%
E.4	2.4	Understands how her/his work is assessed	30%	23%	23%	23%
E.5	2.5	Has opportunities to revise/improve work based on feedback	28%	20%	28%	23%
Overall rating on a 4 point scale:		2.6				

Progress Monitoring Learning Environment Analysis (Average Rating 2.6 on 4.0 scale)

- The descriptor receiving the lowest rating in this environment was learning environment descriptor E.4: “Understands how her/his work is assessed” (30% not observed).
- Most teachers post daily learning targets, but classroom observations did not indicate teachers referencing learning targets during class and formative assessments were not used consistently to monitor mastery of learning targets.
- The External Review Team looked at a variety of evidences in determining the Standard rating for Standard 3. The score from this domain provided additional evidence in the decision with respect to Indicator 3.2, 3.3, and 3.6.

F. Well-Managed Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
F.1	3.3	Speaks and interacts respectfully with teacher(s) and peers	5%	17%	27%	52%
F.2	3.2	Follows classroom rules and works well with others	5%	18%	33%	43%
F.3	2.8	Transitions smoothly and efficiently to activities	20%	17%	27%	37%
F.4	2.5	Collaborates with other students during student-centered activities	35%	13%	17%	35%
F.5	3.2	Knows classroom routines, behavioral expectations and consequences	3%	22%	32%	43%
Overall rating on a 4 point scale:		3.0				

Well-Managed Learning Environment Analysis (Average Rating 3.0 on 4.0 scale)

- The descriptor receiving the lowest rating in this environment was learning environment descriptor F.4: "Collaborates with other students during student-centered activities" (35% not observed).
- Evidence from classroom observations indicates that teachers sometimes use instructional strategies that require student collaboration and development of critical thinking skills.

G. Digital Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
G.1	2.2	Uses digital tools/technology to gather, evaluate, and/or use information for learning	57%	3%	7%	33%
G.2	2.0	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	60%	5%	10%	25%
G.3	1.8	Uses digital tools/technology to communicate and work collaboratively for learning	67%	5%	7%	22%
Overall rating on a 4 point scale:			2.0			

Digital Learning Environment Analysis (Average Rating 2.0 on 4.0 scale)

- This learning environment received the lowest rating among the seven. Technology utilization may not always be appropriate for the content of the lesson observed.
- Technology is available in nearly all classrooms for use as an instructional resource and learning tool.
- Generally speaking, the ELEOT observations indicate that in over 50% of the classrooms observed, students were not using digital tools to enhance their learning.

Improvement Priorities

	Improvement Priority
3.4	Develop and implement a formal, frequent, and consistent instructional monitoring system that includes timely feedback and timelines for implementing improvement strategies to ensure student success. Ensure that the process is well documented.
Rationale	
<p>Student Performance Data:</p> <ul style="list-style-type: none">While student performance improved overall, 2013 K-PREP scores indicate that a large percentage of students remain below proficiency in a variety of subjects (Reading – 67% below proficient; Math – 78% below proficient; Science – 65% below proficient; Social Studies – 61% below proficient; Writing – 70% below proficient; Language Mechanics – 73% below proficient). <p>Stakeholder interviews, document and artifact review:</p> <ul style="list-style-type: none">While a formal evaluation system is in place, there is no system by which teachers receive feedback for improvement on a frequent basis.Teacher interviews and eWalk data indicate walkthroughs are intermittent and feedback is not of a consistent quality to ensure improvement of instructional practice.A review of evidence indicates the absence of a monitoring system that ensures teachers receive frequent feedback on instructional practices. <p>Stakeholder surveys:</p> <ul style="list-style-type: none">Sixty-six percent of students strongly agree/agree with the statement, “All of my teachers change their teaching to meet my learning needs,” suggesting that over a third of the students do not feel this learning condition exists.	

Indicator	Improvement Priority
3.7	Develop and implement a mentoring, coaching, and induction program to support instructional improvement consistent with the school's values and beliefs about teaching and learning.
Rationale	
<p>Stakeholder surveys:</p> <ul style="list-style-type: none"> Twenty-five percent of teachers surveyed were neutral or disagreed with the statement, "In our school staff members provide peer coaching to teachers." Twenty-percent of teachers surveyed were neutral or disagreed with the statement, "In our school, a formal process is in place to support new staff members in their professional practice." <p>Stakeholder interviews, document and artifact review:</p> <ul style="list-style-type: none"> While leadership has been enabled to have flexibility in recruiting and hiring new staff, no formal process for the mentoring and retention of new teachers has been developed or implemented. 	

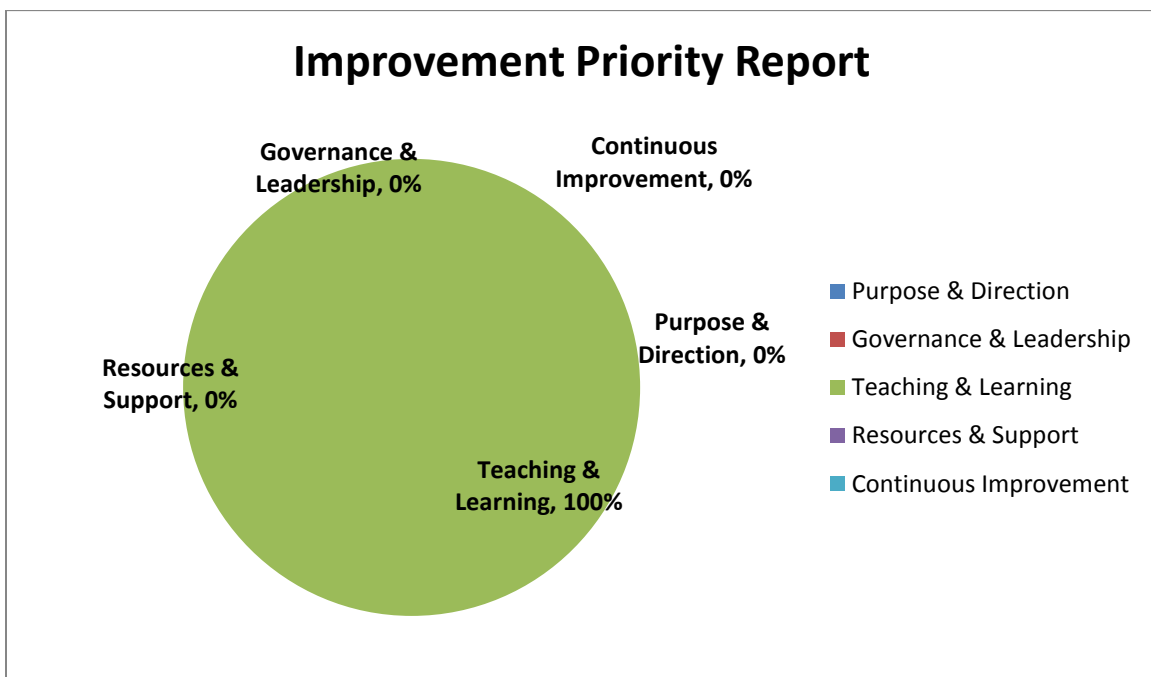
Indicator	Improvement Priority
3.9	Develop and implement a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.
Rationale	
<p>Stakeholder interviews, document and artifact review:</p> <ul style="list-style-type: none"> While student interviews indicate students feel there are adults in the building they can turn to in a time of need, currently no formal structure exists to provide intentional interactions between staff and students in an advocacy role. Evidence suggests that a formal structure to increase one-to-one interaction is needed for individualization, personalization, and fostering valued student-teacher relationships based on individual student need. <p>Stakeholder surveys:</p> <ul style="list-style-type: none"> Seventy-five percent of students strongly agree/agree with the statement, "My school makes sure there is at least one adult who knows me well and shows interest in my education and future," suggesting one fourth of the students do not feel "there is at least one adult who knows me well and shows interest in my education and future." 	

Part III: Addenda

Indicator Assessment Report		
<i>Indicator</i>	<i>School Rating</i>	<i>Review Team Rating</i>
1.1	4	2
1.2	4	3
1.3	3	3
2.1	3	3
2.2	3	3
2.3	4	3
2.4	4	3
2.5	3	3
2.6	3	2
3.1	3	2
3.2	4	2
3.3	4	2
3.4	3	1
3.5	3	3
3.6	3	2
3.7	3	1
3.8	3	3
3.9	3	1
3.10	3	2
3.11	3	2
3.12	3	3
4.1	4	4
4.2	4	3
4.3	4	3
4.4	4	3
4.5	4	3
4.6	4	3
4.7	3	3
5.1	3	2
5.2	3	2
5.3	2	2
5.4	3	2
5.5	4	3

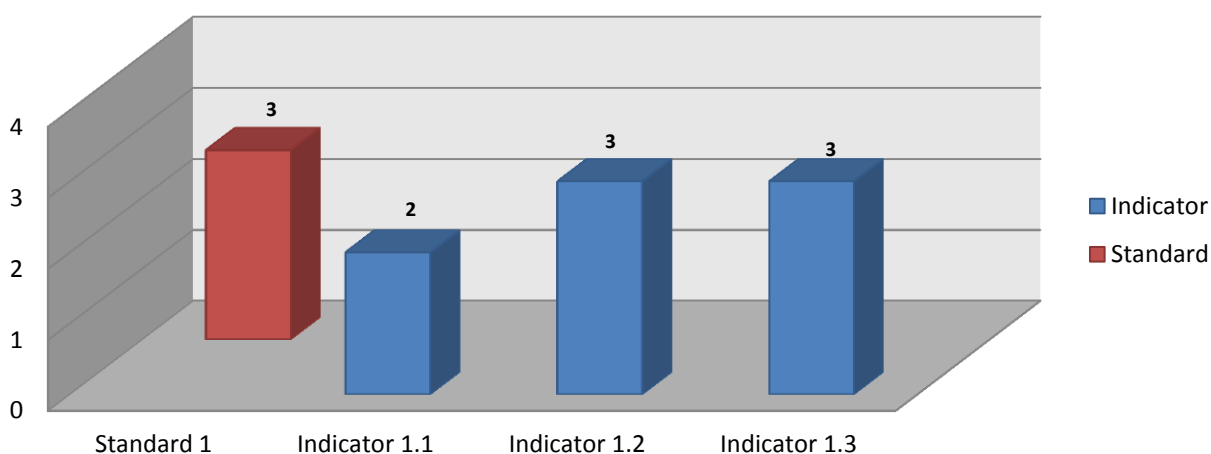
Diagnostic Review Visuals

Percentage of Standards identified as
Improvement Priorities

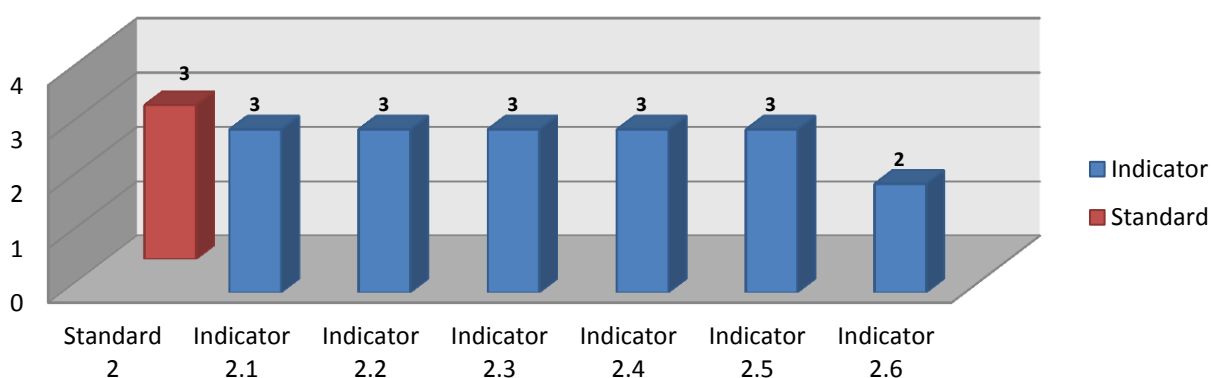


Average ratings for each
Standard and its Indicators

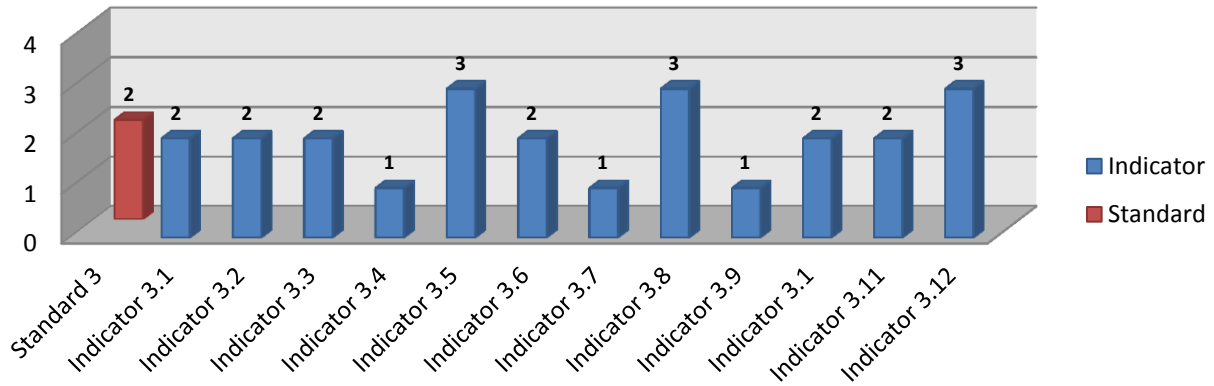
Standard 1: Purpose and Direction



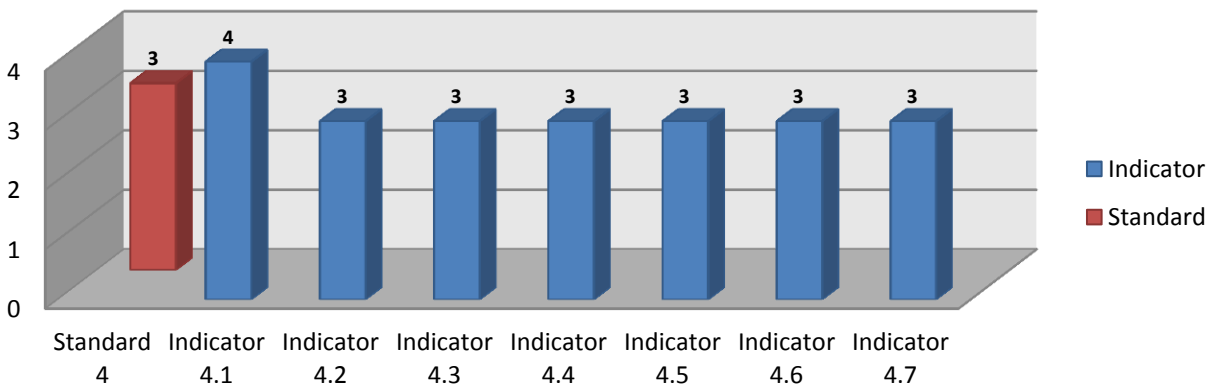
Standard 2: Governance and Leadership



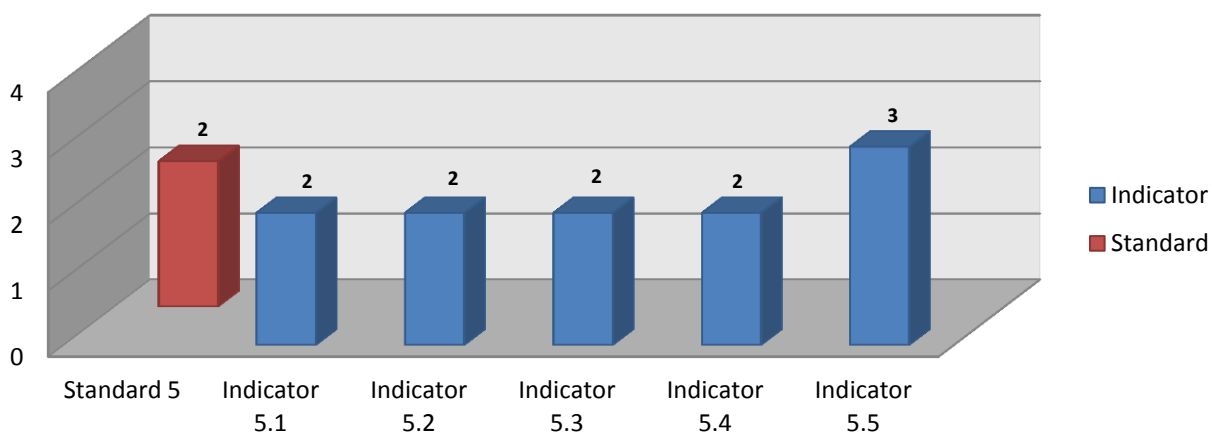
Standard 3: Teaching and Learning



Standard 4: Resources and Support



Standard 5: Continuous Improvement



Leadership Assessment Addendum



The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies in the 2011-2012 Leadership Assessment Report for Westport Middle School.

2014 Leadership Assessment/Diagnostic Review Addendum

Deficiency 1: The principal has not implemented a uniform school wide behavior management system.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
Evidence: <ul style="list-style-type: none"> • Social Curriculum documentation • PBIS documentation • Student discipline data • Classroom observations • Stakeholder interviews 	
Rationale: <ul style="list-style-type: none"> • Teachers and school leaders have collaboratively developed school-wide expectations for student behavior, summarized in the Social Curriculum Handbook. • Teachers and school leaders have begun implementation of Positive Behavior Interventions and Supports (PBIS) as a mechanism for regularly reviewing student disciplinary data, setting goals, and monitoring progress. • School discipline data indicates a drop in referrals, suspensions, and expulsions. Interviews reveal stakeholders universally agree student conduct has improved. • Classroom observations reveal that many teachers utilize “CHAMPS-like” language for managing student conduct (“zero-level,” for example). • Interviews and professional development documentation indicate teachers have been trained to use these techniques. • However, classroom observations also revealed inconsistencies in teacher implementation of common behavior expectations. • In many classrooms teachers tolerated off-task or mildly disruptive behaviors or repeatedly instructed students to comply with requests but did not administer consequences for student misconduct. • Interviews, observations, and artifact reviews reveal that there is no meaningful mechanism to hold teachers accountable for consistently implementing school-wide behavioral expectations. 	

Deficiency 2: Instruction time is lost due to ineffective classroom management.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
Evidence: <ul style="list-style-type: none"> • Social Curriculum documentation • PBIS documentation • Student discipline data • Classroom observations • Stakeholder interviews 	
Rationale: <ul style="list-style-type: none"> • The SBDM Council has adopted a policy directing school staff to minimize disruptions to learning and to maximize instructional time and bell-to-bell learning. • As noted above, the school has adopted a collaboratively-developed Social Curriculum and uses PBIS to establish school-wide expectations for student behavior. • The school has established a Student Response Team to address disruptive classroom behavior, develop behavior intervention plans for individual students, set improvement goals, and monitor progress. • Interviews reveal that stakeholders universally agree disruptions to instructional time have decreased. • However, classroom observations also revealed inconsistencies in teacher implementation of common behavior expectations. • In many classrooms teachers tolerated off-task or mildly disruptive behaviors or repeated instructed students to comply with requests but did not administer consequences for student misconduct. • Interviews, observations, and artifact reviews reveal that there is no meaningful mechanism to hold teachers accountable for consistently implementing school-wide behavioral expectations. 	

Deficiency 3: The principal has not implemented a school-wide protocol for analyzing student data to guide instructional planning.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
Evidence: <ul style="list-style-type: none"> • Stakeholder interviews • Teacher survey • Minutes from PLC's, SIT, SBDM, and Administrative Team meetings • RtI documentation 	
Rationale: <ul style="list-style-type: none"> • School leaders and a cross-section of teachers attended DuFour training on Professional Learning Communities. 	

- The principal has established PLCs as the chief mechanism by which teachers collaboratively review student achievement data.
- A School Improvement Team (SIT) was established involving teacher leaders and administrators to collaboratively initiate and monitor school improvement efforts. Minutes from the SIT, SBDM, and Administrative team indicate that these groups regularly review and discuss data.
- A Response to Intervention (RtI) program was established to identify students performing significantly below grade level in reading and math using Measures of Academic Progress (MAP).
- Students identified as Tier 2 or Tier 3 receive interventions during the Interventions, Connections, and Enrichment (ICE) period and during the after school Extended Day program. Mid-year performance data on MAP is monitored for reassigning students based on progress.
- Students participate in twice-yearly conferences with school staff members to review their performance data and set goals for improvement.
- However, there is currently no comprehensive profile of student achievement data which summarizes each student's progress toward multiple, specific proficiency benchmarks.

Deficiency 4: Programs are not monitored for their impact on student achievement.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence:</p> <ul style="list-style-type: none"> • Stakeholder interviews • Stakeholder surveys • Documentation related to RtI, MAP administration, ICE, and PLC activities • Professional development documentation 	
<p>Rationale:</p> <ul style="list-style-type: none"> • The principal has established structures by which teachers engage in regular review of student achievement data to discuss curricular and instructional implications, especially through Professional Learning Communities (PLCs) – the school's chief mechanism for teacher collaboration and professional sharing. • The school has set up a Response to Intervention (RtI) program using Measures of Academic Progress (MAP) and other data sources to identify students for more intensive interventions, delivered through the Interventions, Connections, and Enrichment (ICE) period and after-school programs. • However, few structures exist to formally evaluate the effectiveness of various programs such as Positive Behavior Interventions & Supports (PBIS) or the range of professional development opportunities (such as Dynamic Classroom) in which teachers participate. 	

Deficiency 5: The school council is not fully effective and is not functioning at capacity.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.
Evidence: <ul style="list-style-type: none">• Stakeholder interviews• Stakeholder surveys• SBDM agendas, minutes, and documents	
Rationale: <ul style="list-style-type: none">• Interviews with teachers and SBDM Council members and a review of artifacts indicates that Council discussions are heavily focused on student learning and achievement, data analysis, and supporting school events and encouraging stakeholder involvement.• SBDM by-laws and policies have been reviewed and updated and support the school's mission and purpose. Interviews suggest the Council operates as a unified, positive sounding board and support for the principal.• SBDM meeting minutes indicate that, while a copious amount of information is shared, opportunities for problem-solving and meaningful decision making are limited. Parent members of the SBDM Council, for example, were largely unaware of major initiatives to help teachers improve their instructional practice. While progress on some school improvement initiatives is discussed, few mechanisms for short-term monitoring of major improvement goals exist.	

Diagnostic Review Team Schedule**Westport Middle School Diagnostic Review****SUNDAY, JANUARY 12, 2014**

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in		Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 8:30 p.m.	Team Work Session #1 Reviewing Internal Review documents and determining initial ratings all indicators	Hotel Conference Room	Diagnostic Review Team Members

MONDAY, JANUARY 13, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school	WMS office	Diagnostic Review Team Members
8:00 – 9:00 a.m.	Standards Presentation - Questions/topics to be addressed: 1. Vision, i.e., where has the school	Principal's Office	All diagnostic review team members

	<p>come from, where is the school now, and where is the school trying to go from here?</p> <p><i>This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning.</i></p> <p>2. Overview of the School Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement.</p> <p>3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level?</p> <p>4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning?</p> <p>5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved?</p>		
9:00– 9:15	Break		Diagnostic Review Team Members
9:15-10:15	Principal Interview	Principal's Office	Diagnostic Review Team

			Members
10:30– 11:45	Begin school and classroom observations	Classrooms	Diagnostic Review Team Members
11:45 a.m.-12:30 p.m.	Lunch & Team Debriefing	Library Fiction Room	Diagnostic Review Team Members
11:45 – 4:00	School and classroom observations continue (Some team members may be assigned to interview individuals or groups during this time.)	Classrooms	
	Individual interviews should be scheduled for all school council members		Diagnostic Review Team Members (working in pairs or as individuals)
12:30-2:30	Interviews: Teachers, parents, students	Various locations	Diagnostic Review Team Members
4:00 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 – 9:00 p.m.	Evening Work Session #2 <ul style="list-style-type: none"> Review findings from Monday Team members working in pairs re-examine ratings and report back to full team Discuss potential Powerful Practices, Opportunities for 	Hotel conference room	Diagnostic Review Team Members

	<p>Improvement, and Improvement Priorities at the standard level (indicator specific)</p> <ul style="list-style-type: none"> • Begin drafting report <p>Prepare for Day 2</p>		
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TUESDAY, JANUARY 14, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
8:00 a.m.	Team arrives at school		Diagnostic Review Team Members
8:30 – 11:45	School and classroom observations and review of artifacts	Classrooms, team work room	Diagnostic Review Team members (working in pairs or as individuals)
	Interview ERL and ERSs	Various locations	Diagnostic Review Team members
11:45 a.m.-12:30 p.m.	Lunch & team debriefing	Team work room	Diagnostic Review Team Members
12:30 -4:00 p.m.	School and classroom observations Artifacts review Complete interviews as necessary	Various locations	Diagnostic Review Team Members (working in pairs or as individuals)
5:30 – 6:30 p.m.	Dinner		Diagnostic Review Team

			Members
6:30 – 9:30 p.m.	<p>Evening Work Session #3</p> <ul style="list-style-type: none"> Review findings from Tuesday Team deliberations to determine or confirm indicator ratings Discuss specific language or wording in all Opportunities for Improvement, Powerful Practices, Opportunities for Improvement to ensure the team has reach consensus regarding these findings. Tabulate Learning Environment ratings <p>Team member discussion:</p> <ul style="list-style-type: none"> Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities. Themes that emerged from the Learning Environment evaluation including a description of practices and programs that the institution indicated should be taking place compared to what the team actually observed. Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.) 	Hotel Conference Room	Diagnostic Review Team Members

WEDNESDAY, JANUARY 15, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and departure for school	Hotel	Diagnostic Review Team Members
8:00 a.m. – 12:30 p.m.	<p>Final Team Work Session</p> <p>Examine:</p> <ul style="list-style-type: none"> • Final ratings for standards and indicators • Powerful Practices (indicators rated at 4) • Opportunities for Improvement (indicators rated at 2) • Improvement Priorities (indicators rated at 1 or 2) • Summary overview for each standard • Learning Environment narrative <p>Complete the Kentucky Leadership Assessment/Diagnostic Review Addendum (pre-loaded on team workspace)</p>	Team work space	Diagnostic Review Team Members
11:30 a.m.- 12:15 p.m.	Working Lunch		Diagnostic Review Team Members
12:30 p.m.	<p>Exit Report with the principal</p> <p>The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the</p>		Diagnostic Review Team

	<p>principal. All substantive information regarding the Diagnostic Review will be delivered to the principal and system leaders in a separate meeting to be scheduled later.</p> <p><i>The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.</i></p>		
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About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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School Diagnostic Review Summary Report

Westport Middle School

Jefferson County Public Schools

1/12/2014 – 1/15/2014

The members of the Westport Middle School Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:

The principal does have the ability to lead the intervention and should remain as principal of Westport Middle School to continue her roles and responsibilities established in KRS 160.345.

Council Authority:

School council of Westport Middle School does have the ability to continue its roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____ Date: _____

I have received the diagnostic review report for Westport Middle School.

Principal, Westport Middle School

_____ Date: _____

Superintendent, Jefferson County Public Schools

_____ Date: _____